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AUTHOR Cruz, John
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ABSTRACT

Planning for conversion to a year-round school in James Monroe School, Madera, California, began in 1984 as educators and community faced the fact that continued enrollment increases had reached a critical point. This report describes program development and implementation; an appendix with program worksheets comprises over one-half of the document. Research on year-round schools indicates that conversion can proceed without negative effects on student achievement, staff morale, parental attitudes, and student and staff absenteeism. Community and staff program awareness was developed in open meetings. The plan featured four tracks, with students in each track attending for 60 days and on vacation for 20. Among advantages are class size reduction and opportunities for remedial or extended learning for off-track students though hiring additional staff during the vacation periods. Staff's personal and organizational concerns were resolved through participative decisionmaking. Year-round calendars, teachers' assignments, and registration forms were mailed to parents in such a way as to give them adequate time to study each schedule and select one that would meet their family needs. The program is now perceived as functioning routinely. In a survey conducted in November, 1985, parents and students expressed satisfaction with the calendar as did teachers despite concerns about class size and inability to take summer courses. Parents appreciated choosing tracks and teachers' and staffs' commitment. Students accepted the program because they could choose tracks and teachers. Whether the program will influence student achievement remains to be seen; however, staff dedication should bring positive results. (CJH)

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YEAR-ROUND SCHOOL

MONROE STYLE

EA 019 310

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IMPLEMENTING YEAR-ROUND SCHOOL--MONROE STYLE *

BY

JOHN CRUZ, Ed.D.
Principal
James Monroe School
1819 North Lake St.
Madera, CA 93638

BACKGROUND

It is anticipated that California will have 568,000 more students in kindergarten through eighth grade by 1990. According to the State Department of Education estimates, the enrollment increase will require 26,000 additional classrooms plus related facilities and staff.

For decades, California relied on school districts to fund facilities through local taxes. Since 1978, however, and the passage of Proposition 13, districts have been unable to increase taxes for money to construct new buildings.

How then will California accommodate additional students which are projected for the year 1990? Since local inhabitants are unable to fund school facilities it becomes incumbent upon the legislature to take action. Currently the legislature is in the process of establishing legislation to increase building space in public schools for academic and nonacademic use. Unfortunately, a district can expect at least a three year waiting period from the time building specifications are prepared to the actual construction stage--a bleak picture for districts which are currently impacted. In the meantime, what are the options available to a district faced with this situation?

* Paper presented at the Annual Meeting of the National Council on Year-Round Education (Anaheim, CA, February 1-4, 1987).

Our district (enrollment 10,800), for example, has over a five year period experienced an average enrollment increase of 350 students per year. During this time the District has meandered through the competitive and time-consuming process of securing state school construction funds. Meanwhile, the District has bussed additional students to other schools within the district with available space; self-contained classrooms which exceed the legal limit have been staffed with two teachers; and available church facilities have been utilized as classroom space. These alternatives helped until the District's enrollment reached a point where neither alternative was making a real impact. So, with enrollment increasing-and other possibilities exhausted-our district looked at yet another alternative, namely year-round school (YRS).

Although YRS is not a new innovation, it is one that is approached carefully because parents, teachers and students perceive YRS to have a significant impact on life styles and family schedules. The district felt, nevertheless, that it was a very viable alternative for a rapidly growing school district. And our optimism seemed to be confirmed in the literature and research on YRS.

RELATED LITERATURE AND RESEARCH

In reviewing the literature on YRS, certain advantages are cited repeatedly as reasons for implementing year-round education programs. First, flexible twelve-month calendars are perceived to be more practical by permitting learning interests, vacations, and other activities to better meet the personal needs of each individual and family. Second,

YRE programs extend the learning opportunities available to students by keeping schools open more days of the year, and by increasing the learning choices offered through continuous programs involving the summer months and/or year-round intersessions. Thirdly, YRS allows districts to enroll more students in school localities, relieving overcrowded conditions and permitting teachers to instruct smaller classes in a more appropriate learning environment.

Studies conducted in Oxnard, Fresno and Los Angeles Unified School Districts analyzed the effectiveness of YRS in two general areas. They were student achievement and student, teacher and parental attitudes toward YRS.

In Fresno Unified, four principal issues were addressed by the study. They were: 1) academic achievement as measured by standardized achievement tests, (2)the relationship between the non-traditional calendar and student absenteeism, (3) the relationship between the non-traditional calendar and certificated staff absenteeism, and (4) the certificated staffs' differing perceptions of the advantages of a non-traditional calendar as a matter of whether they are assigned to a traditional or non-traditional school. The study concluded that YRS did not significantly improve student achievement, staff and student absenteeism and the staff's perceptions of YRS as a result of placement in a YRE program.

The Oxnard study was limited in scope to reading achievement and included only those students who had attended all three years in traditional or YRE classes at the school. The findings for this limited number of students were

encouraging in that students enrolled in YRE exhibit higher rates of achievement in reading than do their counterparts enrolled in the traditional track.

The following major findings emerged from the Los Angeles Unified Study:

1. There were no significant differences in the levels of achievement of students in sampled year-round schools compared to students in a similar schools (in terms of demographics) operating on traditional schedule.
2. There were marked improvements in the performance of fifth grade students on the SES in schools categorized as lower achieving.
3. Teachers and principals tended to have positive views of their school's academic focus and learning environment.
4. All of the principals and the majority of teachers favored the YRS schedule to the traditional September-June schedule, from and educational point of view.
5. Principals and teachers generally agreed that teacher stress, teacher stamina and student retention were improved under the YRS schedule.
6. Principals and teachers viewed the primary strengths of YRS as increased continuity of the instructional program, improved teacher morale, opportunities for productive use of vacation schedules, avoidance of less desirable alternatives as double sessions, improved student behavior, and more sustained contact with parents.

There is one global result result that can be drawn from the analysis of all three studies. It is that a district can proceed with decisions on converting schools to a year round format without undue concern over whether there will be a negative effect on such outcomes as student achievement, faculty and student morale, learning environments, parental attitudes, and student and staff absenteeism.

COMMUNITY AND STAFF AWARENESS (NOVEMBER 1984-JANUARY 1985)
The above data were part of an information packet which was distributed to parents at a series of evening meetings held over a three month period. At each meeting, the Principal and Assistant Superintendent outlined district enrollment trends; reviewed the research and literature on YRS; and discussed how YRS would reduce Monroe's class size and also enhance its educational program. After the initial presentation, parents were afforded the opportunity to voice concerns and to direct questions to the Assistant Superintendent and Principal. At the conclusion of each meeting, surveys were distributed for the purpose of determining parents' levels of support for a YRS at Monroe School.

The Board of Education followed suit by holding a series of open meetings for interested parents and community members. At these meetings, the Board was apprised of parental survey results (over 80% in favor at each meeting) and parents, teachers and administrators were encouraged to voice their support or reservations regarding YRS (NOTE: A small group of parents voiced displeasure for YRS at several board

meetings. This same group tried to generate some opposition to YRS by circulating a petition among Monroe parents. However, the petition was never submitted to the Board for consideration. A later inspection of the petition raised questions as to its validity in that many of the signatures were duplicated throughout the document and parents and young adults not associated with Monroe School were allowed to sign the document).

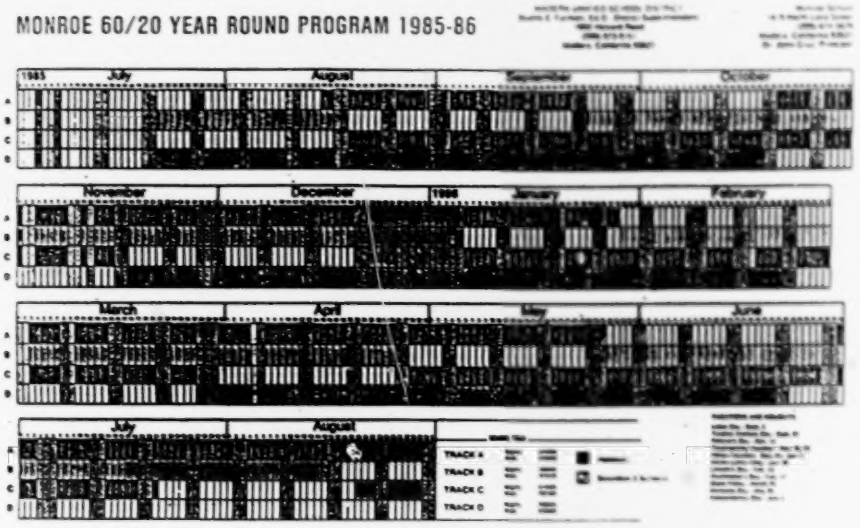
During this same time, school-level staff visited YRS programs, talked to participating teachers, and attended YRS conferences. The information was thoroughly discussed and eventually utilized in delimiting their choice to the 60/20 option.

Following an extensive education effort and after studying the various alternatives, parents agreed to implement a 60/20 program at Monroe School. The Board and Superintendent, sensing that teachers, principal, and parental support was present, approved the program and in the same action allocated the finances and technical assistance necessary to successfully implement the YRE program. In short, all necessary components were present to successfully implement a year round program, namely commitment on the part of the Board, Superintendent, principal, teaching staff and parents.

THE 60/20 PROGRAM

In this plan (see below), there are four different tracks (schedules). In each track, students attend for 60 days and

vacation for 20. Three out of four schedules are always in attendance while the other track is on vacation. The calendar allows students and teachers to honor Christmas and Thanksgiving vacations and most state and federal holidays. However, all three tracks are in session during the traditional Easter vacation.



What are the educational advantages of this particular program? First, there is the potential of reducing class size in primary and intermediate grades by distributing students among four teachers (one teacher per track per grade level) instead of the usual three or two teacher arrangement. Second, during the 20 day vacation periods additional staff (or current staff on vacation) could be hired to provide remedial, or extended learning experiences to off-track students. Third, new teachers could use their 20 day vacation period to evaluate their progress and make the necessary adjustments to curriculum, classroom

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management, learning environment, and instructional materials. They could also attend inservice training sessions or observe other class-rooms in session. Experienced teachers, on the other hand, could use this time to develop new instructional materials or write additional units of study. Fourth, vacations interspersed throughout the year would reduce fatigue and hopefully lead to more rested and highly motivated students and teachers. Finally, participation in the YRS program was purely voluntary. Had the Board and Superintendent met with strong resistance from parents, teachers or site-level administrators the program would have been rejected. Fortunately, all three groups gave their support and in so doing insured the eventual success of the planning process which followed.

PLANNING PROCESS (NOVEMBER 1984-JUNE 1985)

The first step of the planning process was for the staff to identify all areas of concern related to YRS. To accomplish this end, the staff was given a short survey. On the survey, they were asked to identify all their concerns regarding YRS. The Principal compiled the information and categorized their concerns into two areas. They were: (1)personal,and (2) organizational.

As organizational development theorists suggest it is important for a leader to address the emotion-laden issues associated with a new innovation. Failure to do so dooms the innovation to eventual failure. Recognizing the logic of this premise, the Principal began a series of discussions

with staff to discuss the personal issues which if not acknowledged immediately would create anxiety and frustration among staff and eventually impede the planning process. Some of the personal issues which staff identified included:

1. Different babysitting arrangements
2. Older children whose schools are on traditional calendars
3. Spouses on different vacation schedules
4. The possibility of transferring to another school should the teacher decide to not participate in YRS

Although many of these issues were not in the school's realm to resolve, it was nevertheless important for staff to air their concerns in these areas. They were thoroughly discussed throughout the planning process and ultimately resolved by the individual teacher.

The organizational concerns identified in the questionnaire included room arrangement, assignment of support staff, scheduling of duty assignments, and the assignment of students to tracks. Of the four issues the room arrangement issue was the most important to staff. Their concerns gravitated around how rooms would be shared (since staff rotates room assignments on a YRS schedules); how each room would be organized to accommodate a teacher's need for shelf space, desks, cabinets, desks, file cabinet; and how materials would be stored and transported from room to room.

Support staff was another major concern. Resource teachers and other support staff (aides, counselors, special education teachers) would have to be scheduled so that their services could be utilized to the same extent as they presently are in a traditional calendar. Schedules which recognize different teaching days would have to be devised for yard duty, extracurricular activities, after school supervision and all other types of activities which support the educational program. And finally how would students be assigned to tracks? Would parental preferences create imbalances in classes in terms of discipline, achievement levels, ethnicity, special needs and gender?

This list is not all-inclusive. However, it provides an insight into the major issues which had to be discussed. The successful resolution of these issues and others could only take place within an atmosphere which utilized maximum staff participation and incorporated staff leadership and expertise into the decision-making process. Such was the case at our particular school and the success of this endeavor merits further consideration.

STAFF PARTICIPATION (FEBRUARY 1985)

To determine the areas of high interest and to assess the extent to which staff wanted to participate in the resolution of these issues, the principal surveyed the staff with a questionnaire which listed the areas of SUPPORT STAFF, LOGISTICS (room organization), CURRICULUM, ASSIGNMENT OF STUDENTS TO TRACKS, and SCHEDULING. Next to each area,

a teacher would mark either (1) maximum participation, (2) wish to be consulted, or (3) Principal makes decision. The results of the questionnaire indicated that staff wanted maximum participation in the areas of logistics, assignment of students to tracks, and the curricular area of organizing reading groups. They wanted to be consulted about support staff scheduling, and were quite willing to let the administrative staff make all scheduling arrangements.

The questionnaire was also used to establish a committee for LOGISTICS and SUPPORT STAFF. If a teacher marked "maximum participation" in a particular area, then s/he was included in the planning committee for that area. The entire staff, working as individual grade levels, was used as a standing committee to plan student track assignments and reading groups. In the area of curriculum, the Principal developed the pupil progress component and worked closely with the logistics committee in the room rotation schedule. All duty and extra curricular schedules were developed by the administrative staff in consultation with staff.

The logistics and support staff committees were chaired by a member of the staff. Prior to a committee's first meeting each chairperson would meet with the Principal to discuss the nature of the task, timelines, and areas of responsibility for group members. The Principal did not attend all committee meetings but was requested to appear when his input, expertise or direction was needed. Each committee made periodic reports to the staff, listened to suggested revisions, and then returned with a final draft

for approval. The Principal would also consult with staff in a similar manner regarding his areas of responsibility. Although staff expertise was extensively utilized in the planning process, there was a need to supplement our knowledge by visiting other YRS programs and attending year-round school conferences. The knowledge derived from these experiences helped address potential problem areas and enhanced our preparedness to successfully complete the planning process.

COLLECTIVE BARGAINING (FEBRUARY 1985-APRIL 1985)

Other areas which could not be resolved at the site level were collective bargaining issues relating mainly to teaching conditions, the instructional day and year, and the assignment of teachers to tracks. Through the negotiations process the teachers association and the District came to an agreement on such "teaching conditions" issues as air conditioning for all classrooms. The district also agreed to remodel all classrooms so that teachers could adequately share space. On rotation days the District would provide teachers with the necessary assistance to move items to their next scheduled classroom.

The instructional day was restructured to include minimum days for tracking-in, tracking out and parent conferences. And a year-round calendar which incorporated two institute days at the beginning of a track, recognized Christmas and Thanksgiving vacations and most state and federal holidays was also negotiated.

To place teachers on tracks, it was agreed to give each teacher a choice of track or grade level. Unless there were special circumstances (bilingual education, for example) which necessitated placing certain teachers on designated tracks, then the principal was to consider seniority as a prime factor in making track assignments. It was also decided to offer certificated support staff (resource teachers, band teacher, special education teachers, nurse) a traditional calendar (September through June). The time between June and August would be advertised and subsequently offered to any interested and qualified person in the district.

Negotiations with the classified employee group were not as extensive. The main issue as it pertained to YRS was the assignment of instructional aides to tracks. In the end, it was agreed to also give instructional aides a choice of track or grade level. Should two aides want a similar assignment, then seniority would be used as a determining factor.

ASSIGNMENT OF STAFF TO TRACKS (MAY 1985)

With negotiations completed, the principal turned his attention to the assignment of staff to tracks. It is interesting to note that by this time most grade levels had already come to some informal agreement as to what teacher would take which track.

The process was made easier for some teachers because of the additional positions needed to accommodate four tracks.

Vacancies were also created when three teachers decided to leave or transfer to other schools. In some instances teachers were willing to take a new assignment in order to secure their preferred track placement. In only two grade levels was there a conflict between teachers wanting a similar track assignment. In both cases, seniority was a determining factor in resolving the issue. In the final analysis, the placement of teachers to tracks proved to be a more positive experience than originally perceived.

REGISTRATION (MAY 1985)

On several occasions prior to registration numerous YRS calendars were sent home so that Monroe parents would have adequate time to study each schedule and select one that would meet their family's needs. Along with the calendars a list of teachers' track assignments were included (This list was not complete because not all new staff had been hired). Interested parents who resided in other attendance areas were informed of the availability of this information through media coverage and specially prepared newsletters which were distributed to all schools. Those parents in other attendance areas who did express an interest in YRS were put on a mailing list and along with Monroe parents received calendars, track assignments and other pertinent information which followed.

A week later, this packet of information was followed by a simple registration form requiring parents to indicate a first and second choice of tracks. Attached to the form was

a letter describing the registration procedures. The letter cautioned Monroe parents to complete and return the registration form to the classroom teacher by the established deadline so as not to delay their child's track assignment. Parents who resided in other attendance areas were directed to register their child at the school office within a similar time frame.

Parents were also reminded that initial placement was not on a first come-first serve basis nor were Monroe parents to be given special consideration. Since enrollment was open to students throughout the entire district, all requests were treated equally except for those parents who failed to return the registration form. In these cases, students would be arbitrarily placed into those tracks which needed additional students to maintain a numerical balance among tracks.

This letter also included a section entitled 'Initial Placement Considerations.' In this section of the registration letter, the principal communicated to parents the school's intent to honor if possible a family's first track preference. However, it was important for families to understand the conditions which could affect their first choice. These conditions were stated as follows:

1. In the interest of quality education, the staff and administration reserve the right to insure that parental preferences do not create classrooms which are imbalanced in terms of discipline,

ethnicity, special needs and academic achievement.

2. The Monroe Staff and Administration will insure that siblings are placed on the same track unless parents request otherwise.
3. If initial registration indicates that certain tracks will not accommodate all parental preferences, then randomly selected families will be placed in their second track preference.
4. GATE and BILINGUAL students will be placed on designated tracks.

Registration for YRS was conducted between May 20-24. By the end of the week it was estimated that over 90% of the students currently enrolled at Monroe School were returning for YRS. The enclosed figures also included 63 students entering from other schools within the district and 53 leaving Monroe for other schools. This movement in and out of Monroe left a total enrollment of roughly 847 students committed to YRS.

PLANNING TRACKS (MAY 1985)

Completed registration forms were returned to the classroom teacher and attached to a specially devised card for each student. The card contained a student's name, picture, academic information, and track preference(s). Since parents registered all family members on one form, it became the receiving teachers responsibility to note track preferences for all siblings on computerized lists located in the cafeteria, using information contained on the registration

form. This procedure was followed daily until the registration period ended. In a similar manner, the siblings' teachers would make a daily trek to the cafeteria and using the information added to their computer sheets would note parental track preferences on their cards. The identification card and the computer sheet were marked "no preference" in the case of those students whose families failed to return the registration form.

After this process was completed, teachers took their coded cards with attached registration forms to a designated area of the cafeteria. In the cafeteria four separate bulletin boards corresponding to each of the four tracks were utilized. On each bulletin board were seven long rectangular envelopes with a grade level designation written on the envelope (K,1,2,3,4,5,6). There was one large envelope designated "no preference" for the placement of those cards so marked. Each teacher would merely place the student cards in the appropriate track/grade-level envelope as per the parent's request.

Following this procedure, the office staff counted each envelope so that prior to the track planning sessions the principal would have a preliminary indication of what tracks would need additional staffing.

Next, the principal met separately with each grade level cluster to plan tracks. As mentioned above, parental preferences would be given first consideration unless there were mitigating circumstances. It is interesting to note that over 90% of the first preferences were granted without

creating the imbalances we feared. The other families received second choices because of academic, social, or discipline considerations or because of the need to have GATE and BILINGUAL STUDENTS on designated tracks.

Of the four tracks, RED track had the most students(234), followed by BLUE(187), GREEN(186) and YELLOW(176). The enrollment in the primary grades remained high while the intermediate classes experienced a significant reduction.

Final track assignments were communicated to parents along with procedures for making either an immediate change or one during the school year. Changes were eventually made but the requests were minimal.

ADMINISTRATIVE PREPARATIONS (JANUARY 1985-JUNE 1985)

Along with the extensive planning that took place with staff and parents, it was also important for the Principal to insure that the school office was adequately staffed and prepared for the rigors of running a four track program. Our initial task was to enlarge the school office so that additional clerical assistance could be accommodated. Supply rooms were enlarged in order to store materials for additional staff. Following the office renovation, an attendance clerk was hired and later trained to keep a computerized program on student placement, records and attendance. The final task was to develop office procedures for registration and track assignments. In some areas (lunch accounting and textbook inventories, for example) new record keeping procedures had to be devised in order to meet

district and state guidelines. Although many of these office responsibilities were delegated to and eventually completed by the present office staff, it was still important for the Principal to insure that the school's clerical responsibilities in a YRS program were clearly outlined.

IMPLEMENTATION (JULY 1985)

Tracks had been planned, additional staff hired, rooms organized and now the long awaited day of implementation had arrived. And so on July 22, 1985 YRS began with the arrival of Red and Yellow Tracks (408 students).

As the students and teachers made their way to the air conditioned classrooms, one could feel the excitement in the air. Staff had played a major role in creating something new and their sense of accomplishment was clearly evident on this particular day. Students were looking forward to earlier beginning and dismissal times, summer swimming lessons, morning physical education, smaller classrooms and a more spacious playground. The press and other distinguished visitors marveled at how routine the implementation effort appeared.

Once the hoopla subsided, students and staff established a regular routine and life as it's known in most schools continued throughout the summer months. From all indications YRS was a success. Informally, parents and students voiced their satisfaction with YRS. One immediate problem of significance was the late, after-school transportation stops

on the first two days of school and that situation was resolved immediately. Another problem for which no immediate solution comes to mind is that of parents who move into the attendance during the summer months, however, do not register their child until September, resulting in the loss of instructional days.

In early November the Board of Education asked for a formal report on the progress of the YRS program. In preparation for this report the Principal surveyed parents, students, and teachers to determine if the three groups were perceiving YRS in the same positive light as the Principal. Each group was surveyed in November and a summary of their attitudes and perceptions are presented in the section that follows.

SURVEY RESULTS

Specific responses to the survey indicated that as a group, teachers were extremely satisfied with the year-round program. They were particularly pleased with the open communication channels among administrators, parents, and teachers; the opportunity to actively participate in planning the program; and the open and supportive environment in which their opinions, ideas and concerns were discussed. Teachers were still concerned about class size, textbook distribution, the organization of reading groups within a track, the inability of teachers to take summer courses, problem students remaining on the same track, late busses, and the coordination of band and support service schedules.

Although some parents wanted to "wait-and-see," generally speaking they were pleased with the implementation of YRS.

Areas of commendation include the time and effort which was spent to educate parents on the educational advantages of YRS; the ability of parents to pick tracks and teachers; the high level of commitment expressed by staff and administration; and the school's attention to detail. Initial concerns, which parents felt were addressed to their satisfaction, were identified as the placement of family members on the same track; honoring parental requests for track preferences; selecting staff committed to YRS; and air conditioning. Parents agreed with staff in expressing their concern for the equal distribution of students on tracks and the punctuality of school transportation.

Naturally, student concerns ranged from the quality of the food to the length of their vacations. However, they were universal in their acceptance of YRS. Facets of YRS which students identified as highly satisfying were their ability to pick tracks and teachers, morning physical education during the summer months, smaller class loads, nice teachers, summer swimming lessons, a more spacious playground, early starting and dismissal times during the summer months, air conditioning, more individual help, and periodic vacations. Areas of concern to students were late busses, the inability to see friends on other tracks, and the sharing of classrooms.

As the results of this survey suggested, YRS could work. However, the conditions needed to be right for a particular school to successfully implement the program. At Monroe, such was the case for as one teacher so succinctly put it,

"...the planning was outstanding; the general attitude and enthusiasm was good. We wanted it to work; we worked hard to make it work and it did!"

FUTURE CONSIDERATIONS

The saga of YRS does not end with this paragraph. As year one progresses it is the staff's intent to conduct periodic evaluations so that the continual improvement of the program becomes a regular process. Other than relieving enrollment problems, it is our intent to make YRS a viable educational alternative. To do so, additional options available to YRS need to be analyzed. Two options of immediate interest to staff include intersessions whereby students can receive remedial or extended learning experiences during vacation periods and independent study contracts for students who either want certain summer recreational experiences or need home learning instruction because of extended illnesses.

Eventually, the major, fundamental issue to be addressed is whether YRS has a significant impact on student achievement. As the literature review indicates, current achievement levels are maintained by YRS but then again the literature and research in the area is minimal. Whether our program can change this trend remains to be seen. However, with the dedication of the staff and their commitment to enhancing the YRS program, it is just a matter of time before positive teacher attitudes improve student achievement at Monroe School.

APPENDIX

ORGANIZING FOR YEAR ROUND (K-6)

MONROE STYLE

The enclosed material was compiled so that site administrators would have an immediate resource at their disposal. I have tried to present the documents in a logical progression from the initial planning stages to final implementation. In some cases the documents are self explanatory; other documents may require further clarification. Should you need assistance I will be more than glad to assist you.

John Cruz, Principal
James Monroe School
1819 North Lake St.
Madera, CA 93638
(209) 674-5679

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TIME-LINES

TIMELINE CONSIDERATIONS

1. Identify Crucial Planning Areas
2. Level of Staff Involvement
3. Committee Structure
4. Registration Procedures
5. Negotiation Procedures
6. Placement of Teachers to Tracks
7. Air Conditioning
8. Ordering textbooks and related materials
9. Hiring new staff/teachers and clerks
10. Support Staff Calendars
11. Calendar of Events
12. Planning Tracks
13. Room/Office Renovation
14. Ordering Storage Materials
15. Printing Registration Materials Letters/Forms, etc.
16. Vacation Schedules
17. Informational Meetings
18. Tentative Track Calendars
19. Handbooks/Policies and Procedure Changes
20. Maintenance Schedules
21. Staff Development/Pre-Service Schedules
22. Brochures
23. Evaluation Schedules

STAFF'S PROBLEM IDENTIFICATION

BULLETIN

To: All Staff

From: J.C.

Re: YRS

During the interim between parents' meetings and a final decision on a YRS plan, I would like to begin the problem identification stage of YRS with you. In other words, we need to identify those aspects of YRS which may a major concern to you. I would kike to compile a list of problem areas and prioritize them according to two criteria: (1) their impact on the over-all functioning of Monroe school, and (2) the problem's personal importance to you. This process is called PEP or Problem Evaluation Process. To begin this process, I would like you to list, in the spaces below, five major problems which we as a staff need to deal with immediately so that YRS has a good beginning at Monroe School.

Turn in by Wednesday, November 21

(2)

YRS-PROBLEM IDENTIFICATION

Personal

How will it be determined what track I will be on?

Teaching in July and August when it's difficult for anyone to get a good night's sleep

Baby-sitting

What is the possibility of a teacher with children who attend other MUSD schools transferring into Monroe on same track as parent so vacation will be the same

Will AC be available in time for school to start? (We should refuse to start for health reasons if not ready?)

What help will a teacher receive from the district in transferring to another school?

Prep-time--Is there any way we can have a paid day before each cycle? We will need to put in more days than we do before school starts.

I feel that we need to really keep things open since this will be new to all of us.

Can some teachers from YRS come to answer questions and discuss concerns?

Longer day for Primary--Primary is under tremendous pressure this year from our schedule. We have no time for prep, tutoring or make-up work for slow students. Will YRS make this even worse? Primary is getting burned out now!

Need for improved communication. It's time for office and teachers to stop being remote and have a two-way dialogue.

Logistics

Materials storage--pupils and staff

Logistics of having material ready for each track

When I walk into a new room, I would like to see it left in good condition.

Will there be adequate time to set up a class or will there be a time overlap?

Room rotations

Curriculum

P.E. in the morning? Switch to morning!

How will reading groups be apportioned?

What will happen to extra-curricular activities-sports, glee-club?

Will YRS improve my sex life?

Reading Groups--What if a class has too many different levels?

Retention--is one month vacation enough maturity time or would YRS allow for a pre-first type class as an interim between kindergarten and 1st?

Continuity of curriculum with all tracks--Continuity from one grade to the next?

Assignment of Students to Tracks

Will we stay with the same class for a full school year and go to another classroom when we return or will we have different children?

How are we going to separate children who do not work well together but are on the same track?

Will the same class remain together grade to grade within a track?

Will some tracks have larger class size due to parent requests?

Scheduling of siblings to same tracks

How many kindergarten classes will we have?

Will YRS change the entry date of kindergarten students?

How will students be placed on various tracks?

Placement of new transfer students and returning Monroe students (migrant)

Do parents get a choice of tracks?

Support Services

What will happen to such programs as EH, Migrant, RSP, Speech and Resource?

How will it be determined when the aides work?

Will some teachers share aides?

Scheduling

Awards assemblies would have to accomodate different tracks

Lunch scheduling

How will teachers and students be reminded of schedule?

Miscellaneous

Children coming onto the campus during the off-track time

BULLETIN

To: All Staff

From: J.C.

Re: Composite of YRS Questionnaire

It was interesting to read your responses to the questionnaire. A majority of you felt good about the meetings, several of you were quite complimentary and there are others of you who will always feel I am . . .

There were several teachers who noted that the meeting format left many questions unanswered. I should say that it was not my intent to use these sessions to answer questions but to instead clarify issues and delimit problem areas. I feel we accomplished that purpose.

The Burroughs visit and the trip to L.A. by fellow staff members will provide a basis for answering your questions. Also, on Tuesday, January 8 at 7:15 p.m. in the MHS cafeteria the Burroughs' Principal and teachers will be meeting with interested Monroe and Madison parents. I'm sure that the meeting will be informative for those of you who choose to attend.

Enclosed is a composite of your responses regarding the levels of participation you desire in each area and the priority number you as a staff assigned to each area. Let me note some of my observations:

1. Logistics is your number one priority and you want a high level of participation in this area.

2. In the area of Curriculum you want a high level of participation as it pertains to planning reading groups.

3. Scheduling is an area that you want Missy and me to direct. However, in the area of extra curricular activities you want to be consulted.

4. I was surprised that the subject of aides was an area that did not require a hign level of participation on your part.

5. You want to be consulted in the assignment of students to tracks.

Staff Composite
Your Name

LEVELS OF PARTICIPATION

DIRECTIONS: Next to each area place a check (✓) in the column that best describes your desired level of participation.

Priority #		High Level of Participation	Consulted	J.C. + H.S.M. make decision
	LOGISTICS			
1	Materials and Storage	10	4	1
	Classroom Storage	11	4	0
	Materials ready for each track	10	5	0
	Clean-up Procedures	8	6	2
	CURRICULUM			
4	Reading Groups	10	5	0
	Scheduling of extra curricular activities	6	9	0
	Schedule changes due to hot weather	5	8	3
	SCHEDULING			
	Extra-curricular activities-teacher assignments	2	16	1
	Yard Duty	1	8	6
	Parking Assignments	0	7	8
5	Detention Schedules	0	5	8
	Retention Deadlines	0	9	5
	Physical Education Schedules	1	9	1
	Rainy day coverage	0	6	7
	Primary P.E.	1	7	4
	Yearly Calendar of events	0	7	5
	cafeteria bulletin boards	0	6	9
	Library	0	8	5
3	**SUPPORT SERVICES**			
	Aides and their assignment	6	8	3
	ASSIGNMENT OF STUDENTS TO TRACKS			
	Separating Problem Children	5	9	1
2	Equity in the # of students in tracks	6	9	1
	Placement of new students	4	9	1

COLLECTIVE BARGAINING

CONCERNS

CALENDAR

The Year-Round School work year shall consist of 176 days of instruction and 3 days of inservice or institute, and shall be adjusted so as to permit a 60/20 and track intersession pattern.

The calendar is to allow for track-in and track-out as provided in Attachment A with minimum days being allowed for starting up a track or ending a track.

WORK DAY

The duty day shall consist of 460 minutes which provides for both instructional and non-instructional time, and shall be from 7:50 a.m. to 3:30 p.m. with the instructional day to be as presented in Attachment A.

Flexibility to begin earlier in emergency situations due to hot days or failure of air conditioners will be at the discretion of the site principal.

EXCHANGE DAYS

Unit members assigned to Year-Round School shall be eligible for exchange days subject to the following conditions:

a. The unit member must apply to the site administrator two weeks prior to the desired exchange, with the administrators response being made within one week. The request shall contain both unit members signatures.

b. The site administrator's approval is final.

c. Exchanges are limited to unit members at the same site.

d. Exchanges are to be used only for occasions where the contract does not provide a leave for the desired purpose.

e. Unit members will have the responsibility for arranging for the exchange with another unit member. Payback of exchange days is the responsibility of the involved unit members.

TRACK ASSIGNMENT

Teachers in the Year-Round School shall be given an opportunity to indicate their first, second and third choice. The site administrator will determine the assignments based upon the following criteria:

a. Certification of employee.

b. Training and experience.

c. Married employees at the same site be given the same track, if desired.

d. Needs of the District, school program and students.

e. If all the above factors are equal, District seniority shall be a factor to be considered.

Teachers at the Year-Round School may enroll their children in the Year-Round School on the same track in which they are teaching provided the children are not in the employee's classroom.

VOLUNTARY TRANSFER

Teachers requesting to be transferred out of the Year-Round School may apply for openings within the District by following the transfer procedures established using Section 13.1 through 13.13 of the Collective Bargaining Agreement.

In the event those teachers requesting a transfer out of the Year-Round School are not selected to fill a vacancy by following the transfer procedure in Section 13.1 of the Collective Barbaining Agreement. The District will make an effort to assign the unit member to a teaching position in the district comparable to their present assignment (i.e., primary or intermediate.)

Employees of Madera Unified School District will be given first consideration to transfer to the Year-Round School. Posting of vacancies at the Year-Round School will be advertised within the District for 5 days before being advertised outside the District.

The site administrator of the Year-Round School will fill the vacancies by using Section 13.1-13.13 of the Collective Bargaining Agreement for those who wish to transfer into the Year-Round School.

SUPPORT STAFF

Support staff (i.e. nurses, RSP teachers, resource teachers, band) shall be offered an opportunity to fill part-time positions created due to Year-Round School before it is advertised outside the unit.

WORKING CONDITIONS

Air conditioning and heating to be provided in each classroom on Year-Round School.

Portable storage cabinets to be provided to each roving teacher.

Reasonable assistance in moving materials of roving teachers.

Special consideration to given to avoid Kindergarten, GATE and combination classes from exchanging classrooms.

Special consideration will be given to not having inservice meetings one week prior to or following track-in or track-out for those teachers affected.

SUBSTITUTES

Teachers within the unit shall be given the opportunity to substitute within the Year-Round School. The rate of pay to be substitutes rate plus 30% of substitutes rate.

SALARY AND FRINGEBENEFITS

a. Pay schedule
Teachers on Year-Round School plan will be paid in 12 equal payments with the contract year beginning the month their track begins.

b. Units
Units to advance on salary schedule shall be submitted to the District according to the same time lines as the traditional calendar school employees.

NOTICE TO CEASE YEAR-ROUND SCHOOL

Madera Unified School District is to give 1 year notice to terminate Year-Round School and provide the option to continue the 12 month pay schedule for one year.

INTERSESSION

In the event that a fifth track is established by the Madera Unified School District, the District agrees to negotiate the pertinent issues for this plan with M.U.T.A.

ATTACHMENT A

DUTY DAY:	7:50 a.m. - 3:30 p.m.
GRADES 1-3	INSTRUCTIONAL DAY
	8:20 - 2:20 (15 minute recess, 53 minute lunch) 292 min. X 176 days = 51,392 minutes
	16.5 1 hour reduced days
GRADES 4-6	INSTRUCTIONAL DAY
	8:20 - 2:55 (20 minute recess, 60 minute lunch) 315 min. X 176 days = 55,440
	16 90 minute reduced days

"TRACK-OUT" REDUCED DAYS (ALL SCHOOL)

12 days established by the calendar

"TRACK-IN" REDUCED DAYS (90 MINUTES)

10 days established by the calendar

LOGISTICS

Logistics Committee's Preparations for YRS

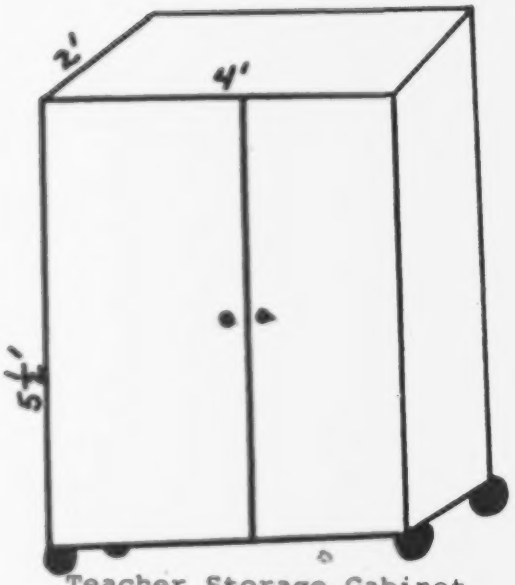
1. How committee was chosen
   a. Survey of areas of teacher's concern
   b. Interested teachers volunteered for committee
2. Organization of committee
   a. Adminstrator outlined areas to be covered by committee
   b. Committee worked alone and communicated and consulted with administrator as necessary
3. Teacher's areas of concern listed and priorities set
   a. Teacher's portable cabinets (order early)
   b. Student storage
   c. Things teachers felt they needed to take with them
   d. Items important to sharing a room - Room Partners' Agreement
   e. Extra storage area in classroom - survey of storage in each room. Also survey record players, headset, etc.
   f. Textbooks and reading material. How it would be shared and stored off track.
   g. Things needed to be permanent in each room- certain furniture, alphabet charts, etc.
   h. How moves would take place - check off sheet
4. Reporting back and polling staff
5. Implementation
   a. Sub-committee
   b. Co-ordination with adminstrators
   c. Inservicing staff

MONROE YRS

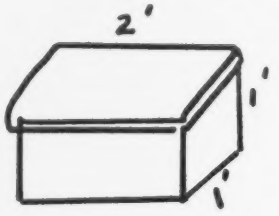
TRACK

TEACHER

SEND TO ROOM ___



Teacher Storage Cabinet



Student Storage Box

ROOM PARTNER'S AGREEMENT

TEACHER'S	ROOMS
_____	_____
_____	_____
_____	_____
_____	_____

1. Assign one permanent shelf per teacher in each room. Describe area in each room.

TEACHER	ROOM _____	ROOM _____	ROOM _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Do you plan to assign any additional permanent shelf or closet?

TEACHER	ROOM	AREA
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Do you need any shelves installed perhaps in coat closets?

4. What permanent instructional materials do you want up in each classroom. eg. manuscript alphabet, cursive alphabet, number line, multiplication table, Opencourt wall cards, etc.

5. What do you plan to do with paper chests and other personal furniture?

6. What types of bulletin boards?

   All boards completely clean.
   All boards left with paper up.
   All boards with paper with border.
   Permanent boards - eg Students of the Week
   Calender, etc.
   Any color preference - STATE

7. What instructional supplies do you want to have as a permanent part of the classroom. These will be left in classrooms. Specify exact area where they are to be stored. Circle and write amounts of each.

	AREA STORED	AMOUNT
1. scissors		
2. Glue/Ind. Bottles		
3. Lined Paper		
4. Scratch Paper		
5. Paint Brushes		
6. Rulers		
7. Stapler		
8. Tape Dispenser		
9. Teacher's Scissors		
10. Record Player		
11. Tape Recorder		
12. Headphones		
13. Overhead		
14. Opencourt Materials (Books/Cards)		

8. Yard Equipment - circle choice

Keep own equipment

Classroom will have permanent equipment.

(LIST THINGS) 1.
2.
3.
4.
5.

9. Where do you want textbooks stored?

_____ In student desks

_____ On shelves (Specify) _____

_____ In cupboard (Specify) _____

10. What will you do with teacher's text?

11. Desk items - list (absence notes, nurse's pass)

12. Library Books - (school books or personal)

_____ Take books with you.

_____ Divide b/t 3 rooms and leave in classroom.

_____ Other.

13. How will you share dictionaries, maps, encyclopedias, etc.?

14. All personal items removed (circle one) YES-NO
All plants removed (circle one) YES-NO

15. Classroom floor plan

_____pre-arranged

_____up to teacher

Room: _____ Outgoing Track _____ Teacher_____

Incoming Track _____ Teacher_____

CLASSROOM CHECK-OFF SHEET

To be completed by Outgoing Track and checked by Incoming Track.

OUTGOING TEACHER	INCOMING TEACHER		
_____	_____	1.	All personal items removed.
_____	_____	2.	All textbooks accounted for and left in correct place.

Teacher's Guide

TEXT	NO.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____	3.	All personal material secured in portable closet (and if designed permanent closet area).
_____	_____	4.	All permanent instructional material in place as agreed upon.
_____	_____	5.	All bulletin boards returned to agreed upon state.
_____	_____	6.	All agreed upon permanent instructional supplies/amounts are in correct place.
_____	_____	7.	All yard equipment accounted for.
_____	_____	8.	All deskscleaned and permanent desk supplies checked.
_____	_____	9.	Library, dictionaries, encyclopedias, maps, etc. agreed upon are accounted for.
_____	_____	10.	Student boxes are stored in designated place.

OUTGOING	INCOMING		
_____	_____	11.	Reading textbook order placed with Bud or Mrs. Moger. To be ordered 1½ weeks prior to coming back on track.
_____	_____	12.	All classroom repair list turned into office.
_____	_____	13.	Tables are put back in pre-agreed position.
_____	_____	14.	Teacher's Guide are either left in designated area or taken with teacher as agreed upon.
_____	_____	15.	All other shared furniture left in agreed area.
_____	_____	16.	Place Track name, where from, where to and when on all things to be moved.
_____	_____	17.	Chalkboards erased and clean.
_____	_____	18.	All students' coats, lunch boxes, etc. should be returned to owner or to lost and found.
_____	_____	19.	All library books returned to library.

End of Year Check-Out

_____ Be sure a Reading Progress Card, Individual Language Profile, and the Math Progress Report are included in each cumulative folder.

_____ Please make sure that all of the following are filled out on the cum record. Entrance date, departure date, semester average for 3rd and 4th quarters, promotion or placement, total days present, semester absences, CTBS scores, levels and signature.

REGISTRATION

PROCEDURES

Dear Parents:

Registration for Year-Round School (YRS) is scheduled for May 20-24, 1985. To properly register your child for YRS, please be sure you follow the directions listed below.

1. The enclosed registration form includes four calendars which correspond to the four tracks. Green track is calendar A; Red Track is Calendar B; Blue Track is calendar C; and Yellow Track is calendar D. Each cycle consists of 60 instructional days followed by 20 vacation days.

   Red and Yellow Tracks start on July 22, Green Track on August 15 and Blue Track on August 19. All tracks end on a different date. On the enclosed calendars, the circled dates are instructional days. Please study each calendar so that you are able to pick a first and second choice. Family members will be placed on the same track unless parents request otherwise.

   NOTE: The GATE students will be placed on the Red Track.

2. The registration form for YRS is located below the Yellow Track calendar. Fill this form out completely, particularly #4. Return the completed form to your child's teacher by Friday-May 24th. Your registrtion will be delayed if you fail to include a first and second choice or other pertinent information is omitted.

3. If you fail to return a registration form to Monroe School by Friday, May 24, then your child(ren) will be arbitrarily placed on a track, after parental requests have been met.

4. If you are a spanish speaking parent and you need additional assistance, please call our school office (674-5679) and we will assist you in every way possible.

5. Parents will receive written notification of their child's placement by June 14, 1985. If you fail to receive this information, please call our school office (674-5679).

Your careful attention to the enclosed information will insure that your children are properly placed.

Thank you.

Dr. J. Cruz

Estimados Padres:

Matriculacion para escuela de todo el ano (YRS) sera para Mayo 20-24, 1985. Para que la matriculacion sea propiamente para su nino en escuela de todo el ano (YRS), por favor asegurese que siga las instruciones siguentes:

1. La forma de matriculacion incluye cuatro calendarios que coresponde a cuatro carriles. Carril verde es calendario A; Carril rojo es calendario B; carril ayul es calendario C; y carril amarillo es calendario D. Acuerdese que los estudiantes atenderan tres periodos. Cada periodo consistira de 60 dias instrutivos siguendo por 20 dias de vacaciones.

   Carriles rojos y amarillos empezaran 22 de julio, carril verde el 15 de agusto y carril azul el 19 de agusto. Todos los carriles terminaran en diferentes fechas. En los calendarios incluyidos, los dias circulados son dias que se requiere atendencia; los dias que no estan circulados son dias de vacaciones. Por favor estudie cada calendario para que pueda escojer la primera y segunda preferencia. Miembros de la misma familia seran colocados en el mismo carril solamente que los padres pidan diferente.

   NOTA: Los estudiantes de GATE seran colocados en el carril rojo.

2. La forma de matriculacion para (YRS) esta colocada abajo del calenendario carril amarillo. Llene la forma complemente, particularmente numbero cuatro. Regrese la forma completa ha la maestra de su nino en Viernes, Mayo 24. Su matriculacion sera tardada si ud. Omite de incluyir la primera y segunda selecion o otra informacion es omitida.

3. Si ud omite de regresar la forma de matriculacion a la escuela Monroe en Viernes, Mayo 24, entonces su nino (ninos) arbitrariamente seran colocados en un carril, despues de la peticion paternal que se haga llevado acabo.

4. Si ud es un padre que habla espanol y necesita asistencia adicional, por favor llame a nuestra ofecina de la escuela (674-5679) y nosotros le asistiremos a ud en todo la que sea posible.

5. Padres recibiran notificacion escrita de la colocacion de sus ninos en el catorce de Junio, 1985. Si ud no recibe esta informacion por favor dellamar la ofecina de la escuela (674-5679).

Su mas atenta atencion en esta informacion asegurira que sus ninos sean colocados propiandamente.

Gracias

Dr. J. Cruz

JAMES MONROE SCHOOL

1819 North Lake Street

674-5679

Dear Parents:

Listed below are the teacher placements to YRS for grades 2-6. Kindergarten and 1st grade teachers will not be placed until Kindergarten registration and Bilingual assessments have been completed. Use the information below to aid you in your track placement decision.

GRADE	TRACK	TEACHER
2nd	Green	Mrs. Hughes
2nd	Red	Mrs. N. Davis
2nd	Blue	Mrs. Tarence *
2nd	Yellow	Mrs. Lopez
3rd	Green	(Vacancy)
3rd	Red	Mrs. Mocettini-Shimamoto
3rd	Blue	Mrs. Tiffin *
3rd	Yellow	Mrs. Thomas
4th	Green	Mr. Greene
4th	Red	Mrs. Horsman
4th	Blue	Mrs. Trimble
4th	Yellow	(Vacancy)
5th	Green	(Vacancy)
5th	Red	Mrs. Terwilliger
5th	Blue	Mrs. Lazarus
5th	Yellow	(Vacancy)
5th	Green	Mrs. Taubert
6th	Red	(Vacancy)
6th	Blue	Mrs. Miller
6th	Yellow	Mrs. Carter
GATE	Red	Mr. A. Davis

*Temporary placement. Teacher may move to another grade level.

Sincerely,

John Cruz

Dr. J. Cruz
Principal

JC/lsh

E S C U E L A J A M E S M O N R O E

1819 North Lake Street

674-5679

Estimados Padres:

Aqui tienen la lista de los maestros y las carreras que ellos van a trabajar bajo el sistemo de escuela del ano entero para los del 2ª/a6ª. Los maestros del kinder y 1ª no van a ser alistados hasta que terminemos de inscribir a los ninos del kinder y de dar las pruebas del desarollo de lenguaje. Favor de utilizar la informacion abajo para facilitar su decision de escoger la carrera para su(s) nino(s).

ANO	CARRERA	MAESTRO
2ª	Verde	Sra. Hughes
2ª	Roja	Sra. N. Davis
2ª	Azul	Sra. Tarence*
2ª	Amarilla	Sra. Lopez
3ª	Verde	(Vacante)
3ª	Roja	Sra. Mocettini-Shimamoto
3ª	Azul	Sra. Tiffin*
3ª	Amarilla	Sra. Thomas
4ª	Verde	Sr. Greene
4ª	Roja	Sra. Horsman
4ª	Azul	Sra. Trimble
4ª	Amarilla	(Vacante)
5ª	Verde	(Vacante)
5ª	Roja	Sra. Terwilliger
5ª	Azul	Sra. Lazarus
5ª	Amarilla	(Vacante)
5ª	Verde	Sra. Taubert
6ª	Roja	(Vacante)
6ª	Azul	Sra. Miller
6ª	Amarilla	Sra. Carter
GATE	Roja	Sr. A. Davis

*Plazo temporario. Este maestro puede ser cambiado a otro nivel de ano.

Sinceramente,

Dr. J. Cruz
Director

JC/lsh

MADERA UNIFIED SCHOOL DISTRICT

DR. DUANE FURMAN
Superintendent

MONROE

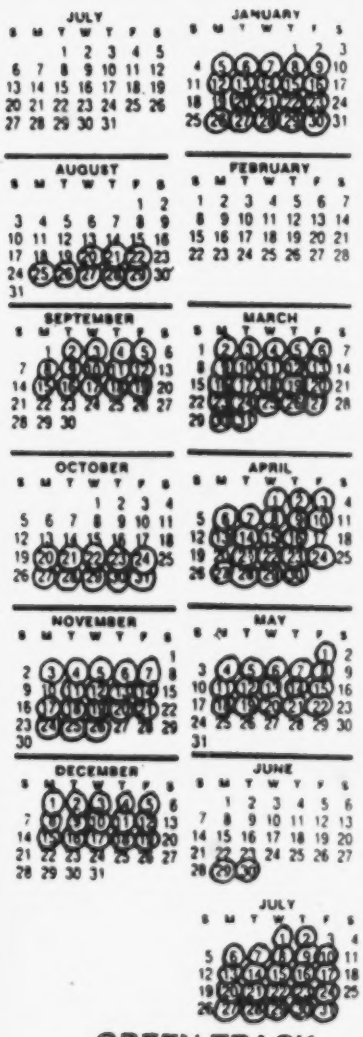
DR. JOHN CRUZ
Principal

MARISA MOGER
Vice Principal

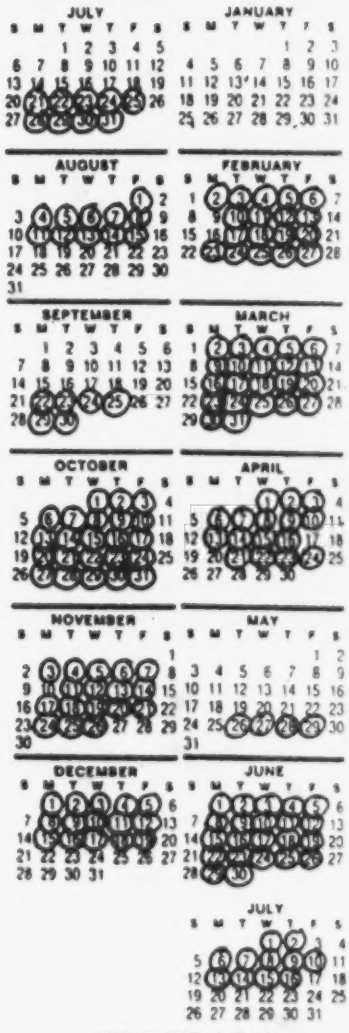
CALENDAR
For
Year-Round-Education

60 - 20 Three Vacation Plan

1986 1987 1986 1987



GREEN TRACK



RED TRACK

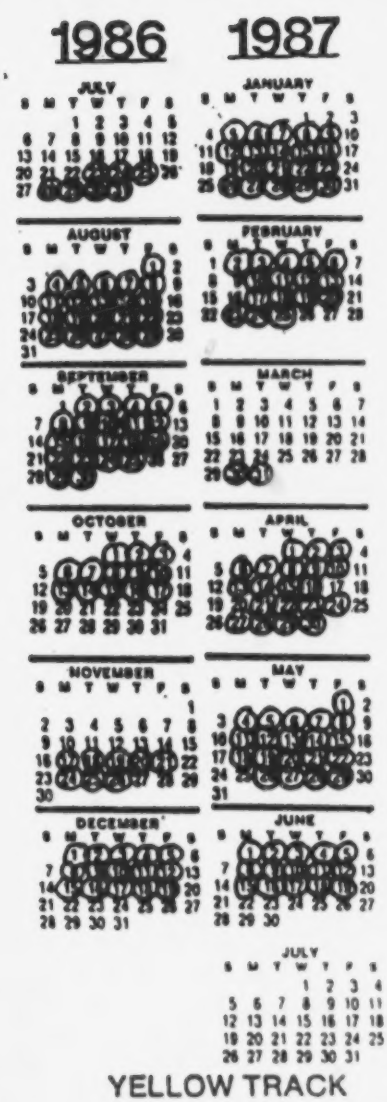
Green Track Begins 8/20/86
Ends 8/17/87

Vacations and Holidays

Labor Day - Sept. 1
Veteran's Day - Nov. 10
Thanksgiving Vacation - Nov. 27, 28
Winter Vacation - Dec. 22 - Jan 2
Martin Luther King - Jan. 19
Lincoln's Day - Feb. 9
Washington's Day - Feb. 16
Good Friday - April 17
District Holiday - April 20
Memorial Day - May 25
Independence Day - July 3

Red Track Begins 7/21/86
Ends 7/16/87

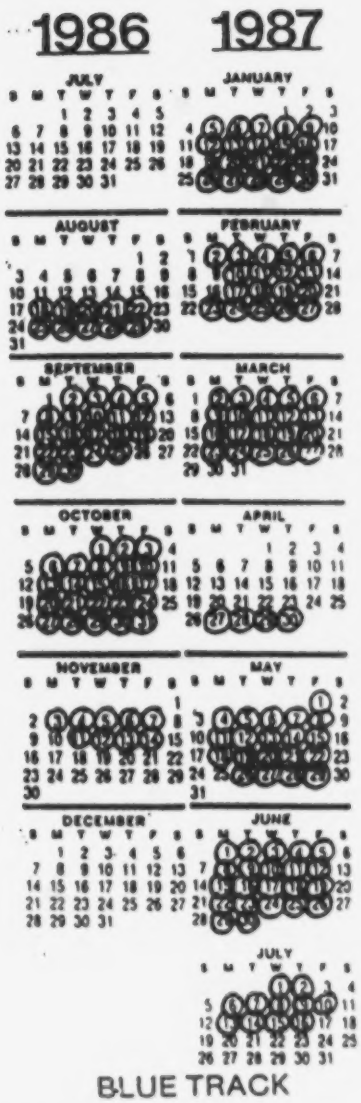
Teacher Institute Day - Sept. 27
Veteran's Day - Nov. 10
Thanksgiving Vacation - Nov. 27, 28
Winter Vacation - Dec. 22 - Jan. 2
Lincoln's Day - Feb. 9
Washington's Day - Feb. 16
Good Friday - April 17
Memorial Day - May 25
Independence Day - July 3



YELLOW TRACK

Yellow Track Begins 7/23/86
Ends 6/19/87

Labor Day - Sept. 1
Teacher Institute Day - Sept. 26
Thanksgiving Vacation - Nov. 27, 28
Winter Vacation - Dec. 22 - Jan. 2
Martin Luther King - Jan. 19
Lincoln's Day - Feb. 9
Washington's Day Feb. 16
Good Friday - April 17
District Holiday - April 20
Memorial Day - May 25
Independence Day - July 3



BLUE TRACK

Blue Track Begins 8/18/86
Ends 7/16/87

Labor Day - Sept. 1
Teacher Institute Day - Sept. 26
Veteran's Day - Nov. 10
Thanksgiving Vacation - Nov. 27, 28
Martin Luther King - Jan 19
Lincoln's Day - Feb. 9
Washington's Day - Feb. 16
Good Friday - April 17
District Holiday - April 20
Memorial Day - May 25
Independence Day - July 3

Cut and return to Monroe School

MONROE ELEMENTARY SCHOOL

Parent's Registration For Year-Round School

1. Child's Name _____ Grade (Current) _____ Rm. _____

2. Parent's Name _____ Telephone _____

3. Other school age children (K-6)
_____ Grade (Current) _____ Rm. _____
_____ (Current) _____ Rm. _____
_____ (Current) _____ Rm. _____

ALL PROGRAMS WILL SERVE ALL TRACKS

4. Indicate your choice of track placement with 1, 2, 3 or 4.
____ Red ____ Blue ____ Green ____ Yellow

INITIAL PLACEMENT

When registering, please make sure you have more than one track option in mind. Monroe School will make every attempt to accomodate your first choice. However, an over-abundance of students in one track may necessitate placing your child or children in a second track choice.

INITIAL ASSIGNMENT

1. After the registration period, Monroe Staff and adminstration will plan tracks for the 1985-86 school year. Parental preference will be given a high priority. However, in the interest of quality education, the staff and administration reserve the right to insure that parental preferences do not in any way create classrooms which are not well balanced in terms of discipline, student composition, and academic achievement.
2. In planning classes, the Monroe Staff and administration will insure that multiple-children families are on the same track unless parents request otherwise.
3. If initial registration indicates that certain tracks will not accomodate all parental preferences, then families will be randomly assigned to that track. The remaining families will then be placed in their second track preference.
4. If a family of multiple children enters the District after the start of the school year, and there is no space available in a common track for the students, the children will be given track assignments where the appropriate grade level exists. The parents shall be assured that Monroe School will schedule common track assignment for

INCIPIENTE COLOCACION:

Cuando la matriculacion, por favor tenga en mente mas de una opcion de carril escolar. La escuela Monroe hara todo lo possible para acomodar su primer preferencia. Sin embargo, abundancia de estudiantes en un carril escolar tendremos que poner su nino/a o ninos en el segundo carril escolar que ha elejido.

INCIPIENTE ASIGNACION

1. Despues del periodo de la matriculacion, el personal de Monroe y la administracion planiara los carrils escolares para el ano escolar 1985-86. La preferencia paternal les daremos prioridad. Sin embargo, en el interes de la calidad educational, el personal de Monroe y la administracion reserva el derecho para asegurar que la prferencia de los padres no crea en ningun modouna sala de clase que no esten bien balanciados en terminos de diciplina, composicion estudiantil, y eaecucion academica.
2. En planiando los clases, el personal de Monroe y la administracion asegurira que familias de multiple-ninos esten en el mismo carril escolar al menos que los padres pidan de otra manera.
3. Si incipiente matriculacion indice cierto carril escolar no va acomodar todos los preferencias paternals, entonces familias hiran a ser asignadas a ese carril escolar. El resto de los familias iran a ser colocadas en el segundo carril escolar de preferencia.
4. Si una familia de multiple-ninos entran al Districto despues de que empieze el ano escolar, y no hay espacio en el carril escolar comun para los estudiantes, asignaremos los ninos en el carril escolas donde existas grados apropiados. Los padres se les asegurira que la escuela Monroe les pondra una lista comun.

INITIAL ASSIGNMENT (CONT'D)

their children at a time when space becomes available.

NOTIFICATION

As soon as practicable, parents will be notified of their child's track assignment.

REQUESTS FOR TRANSFER FROM ONE TRACK TO ANOTHER

1. If a parent is dissatisfied with their child or childrens track assignment, the parent may initiate a request for a change in tracks by completing a CHANGE IN TRACK REQUEST FORM, which is available from the school secretary. Such requests will be considered on a first come first serve basis.
2. If the request for track transfer has not been granted by the tenth day (2 weeks) prior to the beginning of the desired track, the request is denied and the student's previous track placement becomes final for the ensuing school year.

SPECIAL ACCOMODATIONS

1. Monroe School maintains a number of special programs such as Learning Handicapped, Migrant Education, Speech Therapy, and English Language Development. These children will be assigned to tracks in the same manner as children in regular classes. i.e., parental preference.
2. The Gifted and Talented Education (GATE) Class will be assigned to a specific track.

INCIPIENTE ASIGNACIO (CONTINUACION)

en carril escolar para sus ninos cuando haiga espacio.

NOTIFICACION

Ian pronto sea practico, padres seran notificados de los carriles asignados a sus ninos.

Peticion para transladar de un carril al otro.

1. Su el padre no esta satisfecho con el carril asignado a su nino/a o ninos, el padre puede empezar una peticion que lo cambien de carril llenando una Forma de Peticion di combio de carriles, que es disponible de la secretaria dela escuela. Esas peticiones van a ser consideradas asegun sean entregadas.

2. Si la peticion de transladar no asido hagarada para el diezimo dia (dos semanes) antes de comiengo de el carril desiado, la peticion sera repulsada y el carril que estaban antes los estudiantes sera finalizado por todo el ano escolar.

COMODACIONES ESPECIALES

1. La escuela de Monroe mantiene un numero de programas especiales, Desventajas de aprendizaje (Learning Handicapped) Educacion de Migrantes (Migrant Education) Terapeutica de Lenguaje (Speech Therapy), Desarollo del Lenguage de Ingles (Enclish Language Development). Estos ninos eran designados a carriles igual que ninos que estan en classes regulares.

2. La clase de Educacion de Gracia y talento (GATE) va ha hacer designado a un carril especifico.

CONTINUITY OF TRACK ASSIGNMENTS

1. It shall be the intent of Monroe School TO PROVIDE CONTINUITY OF TRACK ASSIGNMENT from kindergarten through grade six. If a parent wants their child or children on a different track assignment for the following year, then the parent must complete the CHANGE IN TRACK REQUEST FORM at least 20 school days (4 weeks) PRIOR TO THE END OF THE TRACK. Such requests will be considered on a first come first serve basis and if space allows. If the track transfer has not been granted by the tenth day (2 weeks) prior to the beginning of the desired track, the request is denied and the student's previous track placement remains final for the ensuing school year.
2. Monroe School may for academic, social, or behavioral reasons, recommend to a family that their child be assigned to a different track for the following school year. Parents will receive this request at least 20 school days (4 weeks) prior to the end of the student's assigned track.
3. If track assignments are requested during the school year, the parent may initiate a request for a change by completing a CHANGE IN TRACK REQUEST FORM. Reassignment will be made if space allows and a time when the track is beginning a new 60 day block of instruction or at a time when the number of days accumulated in the present track and the desired track are somewhat equivalent.

Continuacion de Carriles Asignados

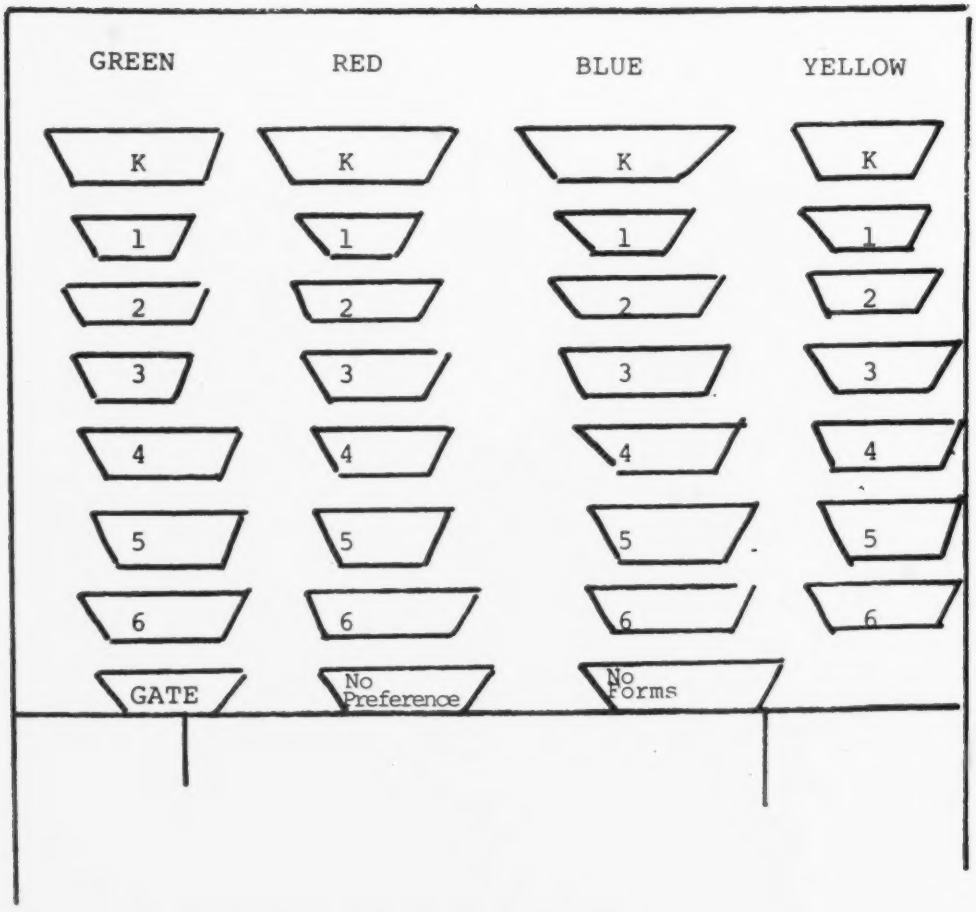
1. Sera el intento de la Escuela Monroe Para Dar Asignamentos de carriles desde Kinder a sesto grado. Si ún padre quiere su nino/a o ninos designados un carril diferente para el ano siguiente entonces el padre tiene que llenar Peticion para cambio de carril 20 diaz escolares (cuatro semanas(Antes que termine el carril. Tal peticiones seran consideradas como vayan llegando y si hay lugar. Si el traspaso no ha sido dado para el diecimo dia (dos semanas) antes de que comiense el carril desiado, la peticion es negada y el carril anterior sera final para el ano escolar siguiente.

2. Escuela Monroe por rasones academicos, sociales, o conducto, recomienda a lo familia que sus ninos sean designados a un carril deferente para el siguiente ano escolar. Padres recibiran sus peticiones 20 diaz (cuatro semanas) antes de que termine el carril designado.

3. Si asignacion de carriles es pedida durante el ano escolar, el padre puede pedir un cambio completanto la Forma de Peticion de cambio de carril. Pre-asignacion haremos si el espacio nos permite y ese tiempo cuando el carril empezara su nuevo bloque de 60 dias de instrucion o en ese tiempo que los numeros de dias acumulados en el presente carril y el carril preferido son algo equivalente.

TRACK PLANNING

PROCEDURES



1. This display was set up in cafeteria.

2. One envelope for each grade level per track.

3. Teacher attaches registration form to student identification card. The two are then placed in the envelope which corresponds to parents first choice.

4. Attendance clerk counts the cards and writes preliminary enrollment figures on envelopes.

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CLASSROOM PLANNING FORM

Teacher: _____ Track ____

Boys _____

Girls _____

Part. _____

EH _____

#Ethnicity

B _____

W _____

H _____

O _____

LES/NES _____

#Discipline

A _____

B _____

C _____

Academics

High _____

Medium _____

Low _____

CLASSROOM PLANNING FORM

Teacher: _____ Track ____

Boys _____

Girls _____

Part. _____

EH _____

Ethnicity

B _____

W _____

H _____

O _____

LES/NES _____

#Discipline

A _____

B _____

C _____

Academics

High _____

Medium _____

Low _____

NAME _____

Academics:

Reading	L	M	H
Math	L	M	H
Language	L	M	H

PICTURE

Discipline: A B C

Please Circle: EH SPEECH LES/NES

Ethnicity: Black Hispanic White Asian

SEX: (Please Circle) MALE FEMALE

Participant: YES NO

Teacher assigned: _____

Student Track Planning Card

JAMES MONROE SCHOOL
1819 North Lake
674-5679

YRS STUDENT TRACK ASSIGNMENT

Dear Parents,

Your child _____ has been assigned to the following:

Track Color _____ Teacher _____ Room # _____

Thank you,

Dr. J. Cruz
Principal

JC/lsh

Parent Notification Post Card

Policies and Procedures

POLICIES AND PROCEDURES

1. Evaluation
2. Extra Duty Assignments
3. Parking Assignments
4. CUMS
5. Registers
6. Summer Bell Schedules
7. Cleaning
8. Off-track Storage
9. Physical Education
10. Room Rotation
11. Support Staff
12. Track-Out
13. Pupil Progress
    a. Report Card Periods
    b. retention conferences
    c. home communication
    d. parent conferences

TRACK-OUT PROCEDURES

Track-Out Considerations

1. All movable equipment needs to be adequately marked.

2. Teachers need to have a check list of items to complete.

3. Communication to parents and students need to be ready for distribution.

4. Movers need to be notified.

5. A moving schedule needs to be prepared for movers. If possible you should try to use the same personnel for each move.

6. A storage area needs to be identified.

7. The Principal or his/her designee needs to inspect each room before a teacher leaves for vacation.

Note: Monroe School has incorporated 16 reduced days into its calendar for track-out and track-in days as well as parent conferences.

YRS ROTATION SCHEDULE

1986-87

GRADE	TEACHER	TRACK	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	JULY	AUG
K-PM	D. Cisneros	G	OT	1												→
K-AM	B. Horsman	R	2													→
K-AM	M. Callahan	B	OT	1												→
K-PM	D. Johnson	B	OT	2												→
K-AM	M. Tiffin	Y	3													→
																→
1st	C. Arvizu	G	4	4	4/OT	OT/24	24	24	24/OT	OT	25	25	25/OT	OT/4	4	4
1st	D. Shahbazian	R	25	25/OT	OT/4	4	4	4	OT/24	24	24	24/OT	OT/25	25	25	25/OT
1st	D. Maxfield	B	24/OT	OT/25	25	25	25/OT	OT	4	4	4	OT/24	24	24	24/OT	OT/25
1st	S. Ward	Y	OT/24	24	24	24/OT	OT/25	25	25	25/OT	OT	4	4	4/OT	OT/24	24
2nd	N. Davis	R	8											→		
1st	T. Intardonato	B	9											→		
2	V. Hughes	G	7	7	7/OT	OT/5	5	5	5/OT	OT	6	6	6/OT	OT/7	7	7
2	J. Brown	R	6	6/OT	OT/7	7	7	7	OT/5	5	5	5	OT/6	6	6	6/OT
2	R. Tarence	B	5/OT	OT/6	6	6	6/OT	OT	7	7	7	OT	5	5	5/OT	OT/6
2	R. Lopez	Y	OT/5	5	5	5/OT	OT/6	6	6	6/OT	OT	7	7	7/OT	OT/5	5
3	C. Ellis	G	18	18	18/OT	OT/16	16	16	16/OT	OT	17	17	17/OT	OT/18	18	18
3	J. M-Shimamoto	R	17	17/OT	OT/18	18	18	18	OT/16	16	16	16/OT	OT/17	17	17	17/OT
3	R. Arellano	B	16/OT	OT/17	17	17	17/OT	OT	18	18	18	OT/16	16	16	16/OT	OT/17
3	J. Thomas	Y	OT/16	16	16	16/OT	OT/17	17	17	17/OT	OT	18	18	18/OT	OT/16	16
4	L. Mauricio	G	15	15	15/OT	OT/13	13	13	13/OT	OT	14	14	14/OT	OT/15	15	15
4	H. Horsman	R	14	14/OT	OT/15	15	15	15	OT/13	13	13	13/OT	OT/14	14	14	14/OT
4	L. Trimble	B	13/OT	OT/14	14	14	14/OT	OT	15	15	15	OT/13	13	13	13/OT	OT/14
4	E. Gwartney	Y	OT/13	13	13	13/OT	OT/14	14	14	14/OT	OT	15	15	15/OT	OT/13	13
5	J. Coleman	G	12	12	12/OT	OT/11	11	11	11/OT	OT	10	10	10/OT	OT/12	12	12
5	C. Terwilliger	R	10	10/OT	OT/12	12	12	12	OT/11	11	11	11/OT	OT/10	10	10	10/OT
5	K. Lazarus	B	11/OT	OT/10	10	10	10/OT	OT	12	12	12	OT/11	11	11	11/OT	OT/10
5	C. Say	Y	OT/11	11	11	11/OT	OT/10	10	10	10/OT	OT	12	12	12/OT	OT/11	11
6	M. Taubert	G	21	21	21/OT	OT/20	20	20	20/OT	OT	19	19	19/OT	OT/21	21	21
6	B. Richards	R	19	19	OT/21	21	21	21	OT/20	20	20	20/OT	OT/19	19	19	19/OT
6	S. Miller	B	OT	OT/19	19	19	19/OT	OT	21	21	21	OT/20	20	20	20/OT	OT/19
6	S. Carter	Y	20	20	20	20/OT	OT/19	19	19	19/OT	OT	21	21	21/OT	OT/20	20
GATE	A. Davis	R	22												→	

BULLETIN

TO: Red Track

FROM: J.C.

RE: Track-Out

1. Count your books to see if present count matches book inventory. If not, order the difference.
2. Reading books turned into Missy.
3. If your students pass a level test before the end of the year be sure to order those books for your colleague.
4. Complete check-out sheet.
5. Fold, staple, stamp and affix address label to letters. Turn into Linda By Friday, December 19th.
6. Be sure that your storage cabinets are marked with name, and future room assignment.
7. Make sure you have two boxes to store student materials and make sure they are marked with appropriate labels.
8. Have materials centrally located in room.
9. Turn in Progress Reports to J.C.

#____

JAMES MONROE YEAR-ROUND EDUCATION SCHOOL

YRS Where learning never stops.

1819 North Lake Street
Madera, California 93638
(209) 674-5679

REMINDER!

_____ Track will return to school on _____, _____. Our class will now be located in room _____. On this day class will be dismissed at _____.

Thank you,

_____

ACUERDENSE!

El Carril _____ volverá a la escuela el _____, el _____ de _____. Nuestro salón estará en el cuarto _____. En esta fecha el dia sera mas corto su nino sera despedido a las _____.

Gracias,

_____.

JC/lsh

Dr. John Cruz, Principal
Marisa Moges, Vice-Principal

JAMES MONROE
YEAR-ROUND EDUCATION
SCHOOL

YRS Where learning never stops.

1819 North Lake Street
Madera, California 93638
(209) 674-5679

January 26, 1987

Dear Red Track Parents,

I hope you and your children have been enjoying the vacation period. I would just like to remind you that Red Track resumes on February 2. Mr. Horsman (2), Mrs Davis (8) and Mrs. Taubert (22) will be in the same rooms. However, the other Red Track teachers have rotated to different rooms so please note below the new room assignments.

Miss Eaton	Room 24
Mrs. Brown	Room 5
Miss Intardonato	Room 16
Mrs. Horsman	Room 13
Mrs. Shimamoto/Terwilliger	Room 11
Mr. Richards	Room 20

Sincerely,

John Cruz

Dr. Cruz
Principal

JC/lsh

Dr. John Cruz, Principal
Marisa Moger, Vice-Principal

MOVEMENT SCHEDULE

TRACK-OUT DATE: _____

TEACHERS	ROOM #	STORAGE CABINET TO	STUDENT STORAGE BOXES TO	FILE CABINETS TO

(35)

TRACK-IN

TEACHERS	STORAGE CABINET FROM	TO	STUDENT STORAGE BOXES FROM	TO

SCHEDULES

When establishing a YRS it is important to consider schduling the following activities:

1. Maintenance and room clean-up
2. Yard-duty
3. Extra-Curricular Activities
4. Staff Development
5. Room Rotation
6. Physical Education
7. Support Services
8. Classified Vacation Schedules
9. Parking
10. After School Supervision
11. Special School Activities
12. Proficiency/CTBS/Proficiency Testing

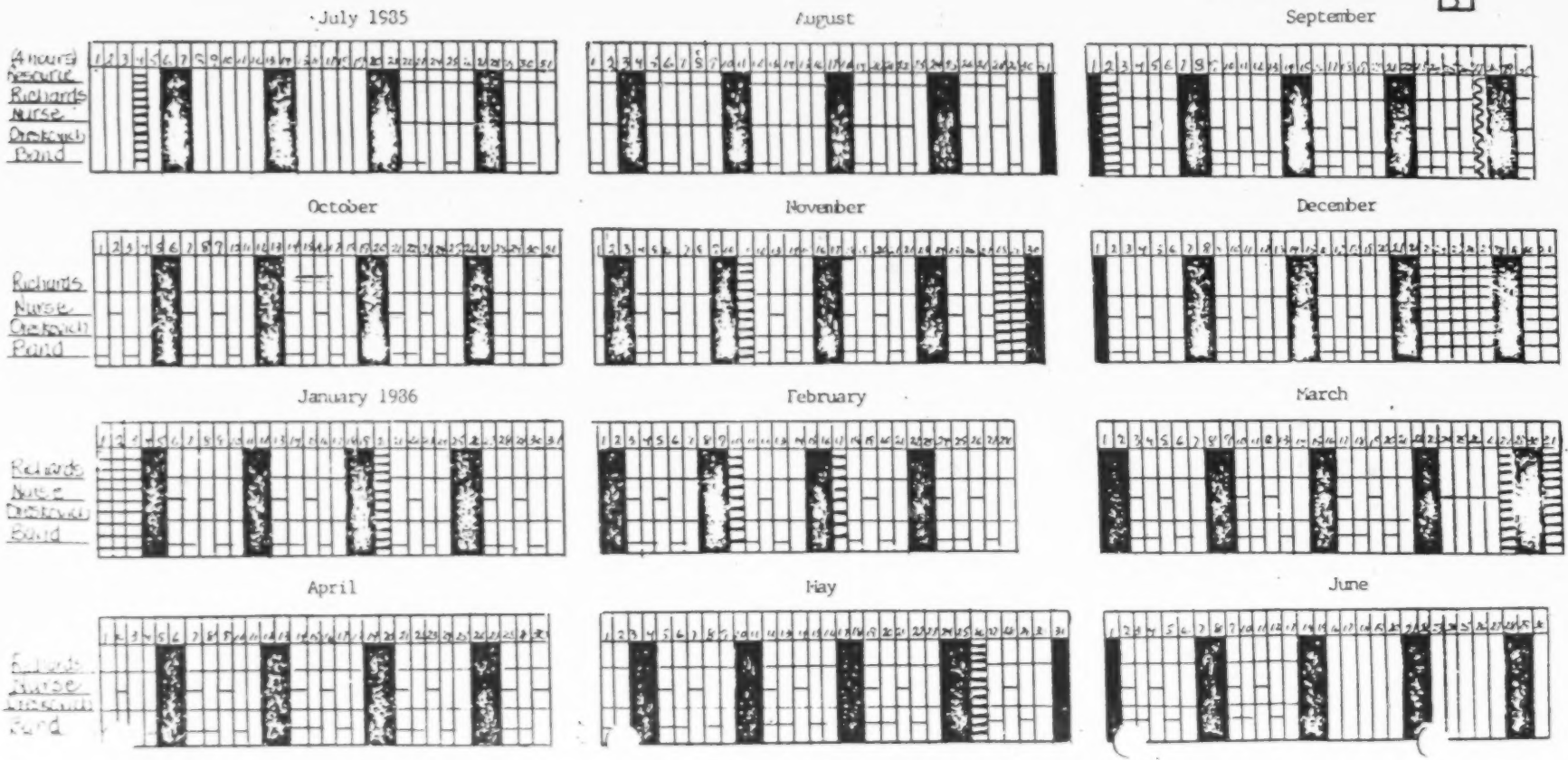
CALENDAR

Parent Conferences (Individual)
Report Cards (Track)
Retention Days (Track)
Awards Assemblies (Track)
Monroe Invitational (J.C.)
Back-to-School Night (Track)
Pictures (J.C.)
Planning Reading Goals (Track)
Energy Conservation Week (J.C.)
Deficiency Notices (Track)
Holloweeen Dress-Up (Nanelle)
Child Study Team (Moger)
Christmas Program (J.C.)
Progress Reports (Track)
Fire Drills (J.C.)
Cinco de Mayo (Committee)
Open House (Track)
CTBS testing (District)
Proficiency Testing (District)
CAP testing (District)
All American Day (J.C.)
Kite Fly (J.C.)
Turkey Trot (J.C.)
Institute Day (Sept. 30)

Kind. Orientation (K-Teachers)
Band
Minimum days/Track-in/out (Track)
Evaluation Deadlines (J.C.)
Registers due (J.C.)
Health Fair (Sandra)
Ag Fair (Sandra)
Almond Blossom (District)
Black American Week (Committee)
Site Committee Meetings (Moger)

JAMES MONROE SCHOOL
SUPPORT STAFF CALENDAR
1985-86

School in Session
Holidays
Non Instruction



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COMMUNICATION CONCERNS

1. Insure that the school has a method for communicating with off-track teachers. At Monroe School we make weekly mailings to off-track teachers. Included in these mailings are school-related correspondence.

   Once a week each off-track teacher has a "partner" (another on-track teacher) go through his/her mail box. If there is something of interest to the off-track teacher then the partner usually calls the off-track teacher to communicate such information.

2. Before students go-off track, a monthly calendar is sent home. On the calendar we try to highlight those events which may be of particular interest to off-track students.

3. The "track-leader" concept is used as the school's internal communication system. Each track selects a track leader. The four track leaders meet with the Principal on a monthly basis to discuss any YRS related problems or to merely plan and coordinate activities for the following month.

RESOURCES

"An Action Plan for Implementing Year-Round Schools." Thrust for Educational Leadership. November/December 1986.

A Cost Analysis of Year-Round Education in the Oxnard School District. A presentation to the 17th Annual Meeting of the NCYRE, 1986.

Year Round Education Resource Guide Book, published by the San Diego County Office of Education.

"Year-Round School: Some Constraints to Consider." Thrust for Educational Leadership. October 1986.